

## KELLY EDWARDS ELEMENTARY

1071 Elko Street  
Williston, South Carolina 29853

**GRADES** PK-4 Elementary School

**ENROLLMENT** 368 Students

**PRINCIPAL** Mrs. Donna R. Selvey 803-266-3737

**SUPERINTENDENT** Alexia C. Clamp 803-266-7878

**BOARD CHAIR** Mrs. Doris B. Young 803-266-7249

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	37	56	3	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

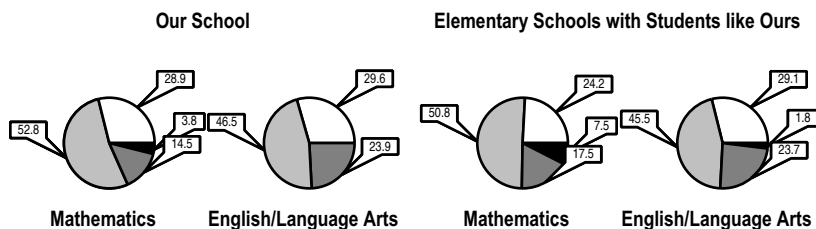
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




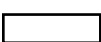
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	21	83	39
Percent satisfied with learning environment	42.9%	79.3%	75.7%
Percent satisfied with social and physical environment	23.8%	76.8%	69.2%
Percent satisfied with home-school relations	25.0%	80.7%	68.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	165	100.0	29.6	46.5	23.9	N/A	23.9	17.6
Gender								
Male	93	100.0	36.0	40.7	23.3	N/A	23.3	17.6
Female	72	100.0	21.4	52.9	25.7	N/A	25.7	17.6
Racial/Ethnic Group								
White	73	100.0	29.6	35.2	35.2	N/A	35.2	17.6
African-American	92	100.0	29.4	55.3	15.3	N/A	15.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	119	100.0	21.8	49.6	28.6	N/A	28.6	17.6
Disabled	46	100.0	52.5	37.5	10.0	N/A	10.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	165	100.0	29.5	46.2	24.4	N/A	24.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	165	100.0	29.5	46.2	24.4	N/A	24.4	17.6
Socio-Economic Status								
Subsidized meals	116	100.0	32.4	50.9	16.7	N/A	16.7	17.6
Full-pay meals	49	100.0	22.9	35.4	41.7	N/A	41.7	17.6

Mathematics								
All students	165	100.0	28.9	52.8	14.5	3.8	18.2	15.5
Gender								
Male	93	100.0	27.9	52.3	12.8	7.0	19.8	15.5
Female	72	100.0	30.0	52.9	17.1	N/A	17.1	15.5
Racial/Ethnic Group								
White	73	100.0	18.3	53.5	21.1	7.0	28.2	15.5
African-American	92	100.0	37.6	51.8	9.4	1.2	10.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	119	100.0	25.2	52.9	18.5	3.4	21.8	15.5
Disabled	46	100.0	40.0	52.5	2.5	5.0	7.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	165	100.0	28.8	52.6	14.7	3.8	18.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	165	100.0	28.8	52.6	14.7	3.8	18.6	15.5
Socio-Economic Status								
Subsidized meals	116	100.0	31.5	57.4	9.3	1.9	11.1	15.5
Full-pay meals	49	100.0	22.9	41.7	27.1	8.3	35.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	85	N/A	25.9	41.2	32.9	N/A	32.9
	Grade 4	80	N/A	26.3	52.5	21.3	N/A	21.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	73	100.0	22.5	46.5	31.0	N/A	31.0
	Grade 4	92	100.0	35.2	46.6	18.2	N/A	18.2
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	85	N/A	47.1	40.0	8.2	4.7	12.9
	Grade 4	80	N/A	32.5	47.5	15.0	5.0	20.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	73	100.0	21.1	62.0	14.1	2.8	16.9
	Grade 4	92	100.0	35.2	45.5	14.8	4.5	19.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 368)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	Down from 6.3%	2.6%	2.4%
Attendance rate	90.4%	Down from 96.5%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	24.0%	Down from 31.3%	11.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.1%	Down from 7.3%	8.6%	8.0%
Older than usual for grade	1.4%	Up from 1.3%	1.3%	1.1%
Suspended or expelled	0.5%	Up from 0.3%	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	31.0%	Up from 27.6%	46.4%	50.0%
Continuing contract teachers	82.8%	Down from 86.2%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.6%	Up from 81.8%	86.0%	86.2%
Teacher attendance rate	94.8%	Up from 94.6%	95.3%	95.3%
Average teacher salary	\$36,952	Down 0.1%	\$39,347	\$39,909
Prof. development days/teacher	11.6 days	N/R	12.4 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	19.6 to 1	Up from 16.4 to 1	18.6 to 1	18.9 to 1
Prime instructional time	84.1%	Down from 90.1%	89.5%	89.7%
Dollars spent per pupil*	\$5,240	Down 1.8%	\$5,863	\$5,892
Percent spent on teacher salaries*	69.5%	Up from 68.3%	66.2%	66.6%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

We, as stakeholders at Kelly Edwards Elementary, strive to bloom where we are planted. Our students are encouraged to become dreamers. If they can imagine success, they will work to achieve it. It is through dreaming that students can begin to formulate and cultivate goals that will enable them to harvest the reality of those dreams.

As common folks, we are proud to acknowledge an uncommon result. Ms. Jonna Adcox, one of our family members, was honored as a recipient of the 2002-03 Milken Award. Our teachers continue to strive for the best possible results. In an attempt to supply our students with other resource materials, Ms. Harriet Stephens and Ms. Amie Sanders applied their skills and were successful in obtaining Maytag Grants. Additionally, Ms. Amie Sanders was awarded a Westinghouse Mini Grant.

Continuous efforts were exerted toward providing our stakeholders with educational experiences that will afford them opportunities to successfully compete in our challenging society. Our PTA officers worked and presented each student in our school with his/her individual book. In addition, they provided each homeroom teacher with a set of novels to enrich their reading curricula. The distinguished character from Dr. Seuss' book, *The Cat In The Hat*, astonished our students with a visit. Representatives from the South Carolina Education Association presented a parenting workshop in an attempt to assist parents in becoming more cognizant and effective in enriching their children's education.

We continue to be proud of our community family and ask for your support. Working together, we can make a difference.

Eavon H. Hickson, Ed.D.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.